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ABSTRACT

Position statements of the American School Counselor Association were prepared for school counselors to assist them in articulating the position of the Association on a variety of issues. The statements included here present the position followed by a brief rationale. The statements have been developed and written by a number of people over the years. They have all been adopted by the Delegate Assembly of the American Counselor Association. Longer background statements are available for most of the statements. The issues in this document include the school counselor and: (1) Acquired Immune Deficiency Syndrome (AIDS); (2) career guidance; (3) censorship; (4) child abuse/neglect prevention; (5) college entrance test preparation programs; (6) confidentiality; (7) counselor/student ratio; (8) credentialing; (9) cross/multicultural counseling; (10) developmental guidance; (11) discipline; (12) dropout prevention; (13) education of the handicapped; (14) endorsement section of the college application; (15) family/parenting education; (16) gifted student programs; (17) group counseling; (18) licensure; (19) migrant students; (20) military recruitment; (21) school counseling paraprofessionals; (22) peer facilitation; (23) school counseling program; (24) sex equity; (25) recognition programs; (26) student rights; (27) students-at-risk; (28) substance abuse counseling; and (29) counselor evaluation. (LLL)

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POSITION STATEMENTS

of the American School Counselor Association

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Position Statements of the American School Counselor Association was prepared for school counselors to assist them in articulating the position of the American School Counselor Association on a variety of issues. The statements included here are written with the position followed by a brief rationale. The statements have been developed and written by a number of people over the years. The statements have all been adopted by the Delegate Assembly of the American School Counselor Association. Longer background statements are available for most of the statements. Single copies may be obtained by sending a self-addressed, stamped envelope to the American School Counselor Association, 5999 Stevenson Avenue, Alexandria, Virginia 22304. Contact the American School Counselor Association for the current price of the complete set of background statements.

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THE SCHOOL COUNSELOR AND AIDS

(Adopted 1988)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The school counselor should focus on AIDS as a disease and not as a moral issue; promote prevention, health and education; and provide a vital link to the well being of students, staff, parents, and the community.

THE RATIONALE:

While AIDS information and education is accepted as vital for all individuals, the school counselor is in communication with an extremely vulnerable population. Adolescents and pre-adolescents are in stages of life when they are exploring their sexuality, and perhaps experimenting with drugs. School counselors have the opportunity to promote positive health information, attitudes, and habits. The school counselor needs to be familiar with current resources to assist students and families who are involved with AIDS to keep abreast of the current findings and recommendations concerning AIDS.

THE SCHOOL COUNSELOR AND CAREER GUIDANCE

(Adopted 1984)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The school counselor, as a career guidance professional, is the person to assume leadership in the implementation of career development outcomes. Furthermore, indirect services to parents, staff, and the greater community, as they relate to the career development outcomes for students, are also the school counselor's responsibility. Indirect services include but are not limited to staff development, parent and school board presentations and the establishment of strong supportive linkages with business, industry and labor.

THE RATIONALE:

Career Guidance is a delivery system which systematically helps students reach the career development outcomes of self awareness and assessment, career awareness and exploration, career decision making, career planning and placement. It has consistently been seen as a high priority needed by youth, their parents, school boards, the private sector, and the general public. Such expectations are at an all time high. As these expectations have risen, so, too, has the difficulty of the task facing the professional school counselor. The certain rapidity of occupational change, coupled with the uncertain nature of the emerging service/information oriented high technology society have combined to change career guidance practices in significant ways. The school counselor's role covers many areas within the school setting and career guidance is one of the most important contributions to a student's lifelong development.

THE SCHOOL COUNSELOR AND CENSORSHIP

(Adopted 1985)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

School counselors have an obligation to support the basic tenets of democracy and to support the fundamental democratic right guaranteed in the constitution's provision for free speech, free press, and equal protection.

THE RATIONALE:

It is the belief of the ASCA that intellectual freedom, access to information and an affirmation of the right to independent thought are the essence of a democratic system. We recognize that within a pluralistic society efforts to censor may exist, and that these challenges should be met with proper

respect for the beliefs of the challengers. Recent reports of increased censorship activities imposed on schools have created a climate that threatens the basic rights of students to question, to deal with differences, and to learn to make rational decisions.

THE SCHOOL COUNSELOR AND CHILD ABUSE/NEGLECT PREVENTION

(Adopted 1981; revised 1985)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

It is the responsibility of the school counselor to report suspected cases of child abuse/neglect to the proper authorities. Recognizing that the abuse of children is not limited to the home and that corporal punishment by school authorities might well be considered child abuse, the ASCA supports any legislation which specifically bans the use of corporal punishment as a disciplinary tool within the schools.

THE RATIONALE:

There are societal beliefs and values parents have regarding their right to discipline their children as they choose. The consequence of such beliefs, to some children, is social, physical, and emotional harm and lowered self-esteem. The cycle of abuse seems self-perpetuating. Research shows that a large percentage of abusive parents were abused as children. The incidence of reported child abuse and child neglect has increased significantly, both nationally and statewide, during the past several years. The school counselor is mandated to report and is often in a unique position to identify potential and actual cases of abuse/neglect of children. However, it is not simply a legal issue of reporting child abuse, but also a moral and ethical responsibility of the school counselor to help children and adults eliminate abusive behavior, facilitate behavioral changes, and build positive interpersonal relationships. The school counselor must take action by (1) recognizing and understanding the problem, (2) being knowledgeable of the procedures to report such instances, (3) participating in learning opportunities on child abuse, and (4) becoming knowledgeable of child abuse programs in the community.

THE SCHOOL COUNSELOR AND COLLEGE ENTRANCE TEST PREPARATION PROGRAMS (Adopted 1989)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

It is the position of the American School Counselor Association that the school counselor assist students and their families in becoming aware of the existence of such preparation programs. It is the responsibility of the students and their families to make any decisions with respect to such programs.

THE RATIONALE:

College admissions test results are often an intimidating or threatening proposition becausee competition for many colleges is still very strong. In the wake of this pressure, college entrance test preparation, whether in the private or public sector, is a subject that schools and
in particular, school counselors, must address. Although not a substitute for solid academic preparation and planning, the advantage of test preparation programs, once a matter of controversy, is now a matter of record. They do help students prepare for these tests as most benefit from familiarity with the format, test-taking strategies, content area review, and repeated test-based practice.

THE SCHOOL COUNSELOR AND CONFIDENTIALITY

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The professional responsibility of school counselors is to fully respect the right to privacy of those with whom they enter counseling relationships. Counselors must keep abreast of and adhere to all laws,

policies, and ethical standards pertaining to confidentiality. This confidentiality must not be abridged by the counselor except where there is clear and present danger to the student or other persons. It is the responsibility of the counselor to provide prior notice to the student regarding the possible necessity for consulting with others.

THE RATIONALE:

Confidentiality is an ethical term denoting a counseling practice relevant to privacy. A student has the right to privacy and to expect confidentiality. The ASCA recognizes that a counseling relationship requires an atmosphere of trust and confidence between the student and the counselor. Confidentiality insures that disclosures will not be divulged to others except when authorized by the student. In this respect, the counselor reserves the right to consult with other professionally competent persons when this is in the best interest of the student. In the event of possible judicial proceedings, the counselor should initially advise the school administration and the counselee, and if necessary, consult with legal counsel. If reports are required to be produced, every effort should be made to limit demands for information to those matters essential for the purpose of the legal proceedings.Counseling information used in research and training of counselors should fully guarantee the anonymity of the counselee.

THE SCHOOL COUNSELOR AND COUNSELOR/STUDENT RATIO

(Adopted 1988)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

A counselor/student ratio of 1/100 (ideal) to 1/300 (maximum) is recommended in order to implement a comprehensive developmental school counseling program designed to meet the developmental needs of all students.

THE RATIONALE:

It is recommended that school districts implement the goals and objectives of a comprehensive and developmental counseling program for students at all levels, kindergarten through postsecondary. To implement such a program additional factors such as the guidance and counseling program scope, role, the job description of the school counselor, the number of instructional staff as well as support staff available to the educational process must be considered. While published reports such as *High School*, by Ernest Boyer, recommend an ideal counselor/student ratio of 1/100, the ASCA is aware that each school district is unique; what may be an ideal caseload in one school district, may be untenable in others.

THE SCHOOL COUNSELOR AND CREDENTIALING

(Adopted 1990)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The ASCA strongly endorses and supports the school counselor standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and encourages all state education agencies to adopt those professional standards for school counselor credentialing. Further, the ASCA supports the credentialing and employment of well qualified counselors who have a background in the schools. It also supports the credentialing and employment of counselors who do not have a background in the schools as long as they have a Master's degree in the helping field with training in all areas specified by the CACREP standards plus a one year internship in a school under the supervision of a qualified school counselor and a university supervisor.

THE RATIONALE:

While all fifty states require school counselors to be licensed, certified, endorsed or credentialed in some manner, the requirements for credentialing vary significantly from state to state. In order to design

and implement comprehensive developmental school counseling programs, school counselors in all states must have sound academic preparation with supervised practicum and internship experience. This sound preparation will enhance the development of proactive and preventive school counseling programs, will help insure quality programs for students and other school publics, and will strengthen the image of the school counselor as an indispensible provider of programs to enable students to more fully meet their human potential. The use of the CACREP standards in establishing state certification guidelines for school counselors will insure sound preparation with significant practicum and internship experience nationwide.

Further, the ASCA recognizes the changing needs of students in today's society and the importance of having counselors who are skilled in dealing with the issues presented by them. They need to be able to recognize and address issues such as drug and alcohol addictions, personal and family problems, increased suicide attempts by children and youth, and teenage pregnancy.

THE SCHOOL COUNSELOR AND CROSS/MULTICULTURAL COUNSELING

(Adopted 1988)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

School counselors must take action to insure students of culturally diverse backgrounds have access to appropriate services and opportunities which promote maximum development.

THE RATIONALE:

The ASCA recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all school personnel, especially the school counselor. Counselors may use a variety of strategies to not only increase the sensitivity of students and parents to culturally diverse persons and enhance the total school and community environment, but also to increase the awareness of culturally diverse populations. School counselors have the responsibility of insuring that the specific needs of all students are met. Counselors have the skills necessary to consult with school personnel to identify alienating factors in attitudes and policies that impede the learning process. School counselors need to continue to be aware of and strive to insure that the rights of all students exist so as to maximize their potential in an environment that supports and encourages growth and development of the person.

THE SCHOOL COUNSELOR AND DEVELOPMENTAL GUIDANCE

(Adopted 1978; reviewed and revised 1984)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Developmental guidance should be an integral part of every school counseling program and be incorporated into the role and function of every school counselor.

THE RATIONALE:

During recent years a number of counselor educators and school counselors have advanced the proposition that counseling can and should be more proactive and preventive in its focus and more developmental in its content and process. Viewed in the context of evolving societal emphasis upon personal growth and an expanding professional expertise, developmental guidance has resulted in a potentially dynamic and promising approach to the helping relationship of the school counselor. Developmental guidance is a reaffirmation and actualization of the belief that guidance is for all students and that its purpose is to maximally facilitate personal development.

There are several general principles which should help insure quality and effectiveness in the implementation of developmental guidance:

1. The program should be systematic, sequential, and comprehensive.

2. The program should be jointly founded upon developmental psychology, educational philosophy, and counseling methodology.
3. Both process and product (of the program itself and the individuals in it) should be stressed.
4. All the personal domains - cognitive, affective, behavioral, experiential, and environmen tal- should be emphasized.
5. Programs should emphasize preparation for the future and consolidation of the present.
6. Individualization and transfer learning should be central to program procedure and method.
7. Evaluation and corrective feedback are essential.

THE SCHOOL COUNSELOR AND DISCIPLINE

(Adopted 1989)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The school counselor should urge school districts to develop policies which clearly distinguish the role of the counselor and any professional staff who administer disciplinary action. Such policies should promote the use of the school counselor as a resource person, a person perceived by all as a neutral and resourceful mediator. Such policy should describe the ability and limits of the school counselor being asked to administer any disciplinary action.

THE RATIONALE:

Educators have always been interested in the development and of moral and social behavior in students. An effective school promotes the idea of students developing a responsibility for self and controlling their own behavior. Consequently, contemporary discipline programs in the school have taken a developmental model approach.

The roles of all professional members of the staff need to be identified and communicated to students, parents and other staff. The counselor should act in any role that implements the dynamic aspects of the developmental discipline program. It is not the counselor's role to mete out punishment, but rather to be involved in helping to create effective behavior change.

THE SCHOOL COUNSELOR AND DROPOUT PREVENTION

(Adopted 1989)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Counselors should work with other educators to provide early intervention for potential dropouts through a comprehensive, developmental, K-12 counseling program.

THE RATIONALE:

The decision to dropout of school can carry with it devastating lifelong implications. The school Counselor is in a position to identify potential dropouts and work closely with them to help them stay in school or find alternative means of completing their education.

THE SCHOOL COUNSELOR AND THE EDUCATION OF THE HANDICAPPED ACT

(Adopted 1980; revised 1986)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The school counselor might reasonably be expected to perform certain functions in the implementation of P.L. 94-142 while certain other functions exist that are not primarily those of the school counselor.

THE RATIONALE:

The adoption of Public Law 94-142, and amended as P.L. 98-199, the Education for All Handicapped Children Act, by the federal government has provided the framework for more appropriate educational programming for exceptional students. Such components of the law as due process, individual educational programs and least restrictive environment offer opportunities to utilize the counselor's skills for the benefit of this portion of their counselees' lives. It is particularly important that the role of the counselor in these procedures is clearly defined and understood by all concerned. It must be noted that while the school counselor has become increasingly involved in meeting the guidance and counseling needs of students with handicapping conditions, adequate staffing needs must be taken into consideration so as not to diminish the quality of guidance and counseling services provided to mainstream students. Practical consideration of local conditions and state regulations must limit the counselor's involvement in certain activities.

THE SCHOOL COUNSELOR AND THE ENDORSEMENT SECTION OF THE COLLEGE APPLICATION

(Adopted 1972; amended 1974; reviewed and reaffirmed 1980)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

School counselors charged with the responsibility of completing college application information should not be required to complete the endorsement section of application materials. Furthermore, the ASCA will make this policy known to appropriate associations to delete such endorsement sections from college application forms.

THE RATIONALE:

The ASCA recognizes the role of the school counselor in the admissions process as one of providing counseling services to the student, which enables him/her to make decisions about post secondary education. The school furnishes sufficient objective data concerning the student's qualifications for post secondary education. Anything that would impede this counseling process works to the detriment of the student, the school, and the post secondary institution.

The endorsement section of the transcript-recommendation form can lead the student to believe that the school counselor makes the admission decision. This is not a desirable conclusion since this belief is harmful to the counseling relationship and since the decision to admit is that of the post secondary institution.

THE SCHOOL COUNSELOR AND FAMILY/PARENTING EDUCATION

(Adopted 1989)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

School Counselors need to take an active role in the initiation, promotion, and leadership of providing family/parenting education in the schools.

THE RATIONALE:

Family/parenting education is specialized instruction on the practices of childrearing,. Instruction and strategies are provided by trained group leaders, who offer guidance, resources and consultation on a regular basis.

Family/parenting education programs postively influence the attitudes of parents and cause behavioral changes in their children. Research findings indicate that school-sponsored parent education integrates home and school life. It provides families with a model of participation and control that provides benefits in other major life areas.

THE SCHOOL COUNSELOR AND GIFTED STUDENT PROGRAMS

(Adopted 1988)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

School counselors must assist in providing an organized support system within the school counseling program for gifted students that meets their extensive and diverse needs.

THE RATIONALE:

Gifted students come from many backgrounds and their special abilities cover a wide spectrum of human potential. The ASCA recognizes gifted students' potential to be significant contributors to society in the future. Specifically planned educational experiences can greatly enhance the success of the gifted person. The school counselor should be an essential element in the development of gifted students.

THE SCHOOL COUNSELOR AND GROUP COUNSELING

(Adopted 1989)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Every school district and every institution of higher learning should include and support the group counseling concept as an integral part of a comprehensive guidance and counseling program.

THE RATIONALE:

Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient and effective way of dealing with developmental problems and situational concerns of students.

By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more people to achieve a healthier personal adjustment, handle the stresses of a rapidly changing technological and complex environment, and learn to work and live with others.

THE SCHOOL COUNSELOR AND LICENSURE

(Adopted 1985)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

It is essential to offer a legal definition of the counseling profession, as well as that of qualified practitioners, by encouraging each state to pass a licensure law regarding school counselors.

THE RATIONALE:

Counselor licensure legislation protects the public and its right to select which mental health specialty would best serve its needs. Licensure legislation will enhance the image of school counselors with the general public and will assist counselors in defining their role in the school setting. It will help broaden the role of the school counselor by making provisions for part-time private practice for those practitioners who desire to meet the additional requirements necessary for a license. The ASCA encourages that such legislation include a privileged communication clause for counselors in all settings and includes either the ASCA or the AACD Code of Ethics as part of the legislation. The ASCA believes that licensure will establish minimum standards for entry into the counseling profession. It will require maintenance of such license to insure that counseling practitioners upgrade their skills on a regular basis. The ASCA encourages school counselors in those states which do not have a counselor licensure law to become involved with counselors in other settings to work for the passage of a licensure law in their state.

THE SCHOOL COUNSELOR AND MIGRANT STUDENTS

(Adopted 1984)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The school counselor should establish a network of support programs that meet the unique needs of migrant students as well as be aware of existing programs which assist the migrant student.

THE RATIONALE:

Migrant students have unique challenges. The ASCA encourages the chief school officers of each state to be increasingly aware of these challenges. Because there is a large portion of the population that is mobile, these students often have limited opportunities to meet differing state and local requirements for promotion and graduation. There needs to be greater sensitivity to these needs. Migrant students should be allowed increased flexibility in the variation of course titles and content and competency measures to be transferred from state to state. Migrant students' transcripts need to be individually evaluated. The ASCA further encourages each State Department of Education and local school agencies to aid migrant students in credit accumulation and in the credit transfer process.

THE SCHOOL COUNSELOR AND MILITARY RECRUITMENT

(Adopted 1984)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Representatives of all Armed Services should be accorded a reception in schools equal to the reception given the representatives of other career and educational institutions.

THE RATIONALE:

The relationship between the persons involved in Armed Services recruitment activities and the educators in a school district is a potential source of comfort and conflict for both sets of public servants. In most schools, recruiters of one or all Services are welcome by administrators, principals, and counselors; in others, they are denied entry. In some schools, no information on military careers is seen in career centers; in others information provided by the military is the only career material available. With respect to insuring the delivery of current and accurate military career information and to protect the rights of students, three primary issues emerge in the minds of both recruiters and educators:

a. Access to students during school time.
b. Release of lists of students' names and addresses.
c. Administration and use of the Armed Services Vocational Aptitude Battery (ASVAB).

Reasonable expectations must be set forth for both school officials and Armed Services recruiters in order to provide a basis for discussion and policy-making in each work setting.

THE SCHOOL COUNSELOR AND THE PARAPROFESSIONAL

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Paraprofessionals in the school counseling program provide for more effective use of the counselor's time and address the issue of clerical, routine responsibilities of the guidance department.

THE RATIONALE:

A major goal of school counseling programs is to enable students to make better personal, educational and career choices and to continue to grow toward self-realization. Of all the areas of education, counseling and student services offer the best opportunities for individuation. To enable counselor to function more effectively and proficiently, the assignment of routine, incidental, and technical duties to paraprofessionals allows time for the certified school counselor to provide more of the services

requiring specialized skills and training. A paraprofessional could act as a clerical person assisting the counselor with such duties as student record keeping, reproduction of materials, maintaining files, etc. The paraprofessional may also act as a resource person assisting the counselor with such duties as recruiting, maintaining community contacts, disseminating information, assisting students with computerized career and educational information searches. It would be the role of the certified school counselor to assist in the selection of the paraprofessional and assume the responsibility of training and supervision.

THE SCHOOL COUNSELOR AND PEER FACILITATION

(Adopted 1978; revised 1984)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Peer facilitation programs enhance the effectiveness of the school counseling program by increasing outreach programs and the expansion of guidance services.

THE RATIONALE:

Students often communicate their problems to their peers rather than to parents, administrators, or counselors. There exists in every school community a segment of the school population that rejects adult relationships. In our society peer influence may be the strongest single motivational force in a student's life. Peers can be selected and trained by professional counselors in communication and helping skills through a carefully planned peer facilitation program, and produce additional guidance services which otherwise might never have been realized.

THE SCHOOL COUNSELOR AND THE SCHOOL COUNSELING PROGRAM

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

School counseling programs provide a direct service to students, staff and community to facilitate self-understanding, interpersonal relationships, problem-solving/decision-making skills, and responsibility in educational, occupational, and avocational development.

THE RATIONALE:

"Who am I?", "Who can I become as a person?", and "How can I best contribute to society?" are questions which school counseling programs assist all individuals to answer. In their design and operation, the school counseling programs exist to improve the learning environment by involving students, staff, parents, community, and others who influence the learning and development of the persons served by the program. Through individual and group contacts over a period of time, the counselor has a major role in helping all persons develop adequate and realistic concepts of themselves, become aware of educational, occupational, and avocational opportunities, and integrate their understanding of self and opportunities in making informed decisions.

THE SCHOOL COUNSELOR AND SEX EQUITY

(Adopted 1983)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Members in a field committed to human development need to be sensitive to the unconscious aspects of interpersonal communication in the schools which give students subtle messages about inequality of the sexes. The organization itself and its divisions should provide models of working toward equal status of women and men for both legal and human development reasons.

THE RATIONALE:

Many internal and external obstacles exist in school and society which inhibit students from developingtheir full potential. To expand the range of options available to students, it is important that counselors become acutely aware of ways in which their own verbal and nonverbal communications and the communications of other adults in educational settings and professional associations may limit opportunities on the basis of sex. It is an assumption of the ASCA that if counselors are to understand how their attitudes and behaviors affect student options, they need to be aware of the conscious and often unconscious ways in which sex bias limits the development of human potential; how sex stereotyping limits both women and men. One of the ways in which barriers are perpetrated is through language, our most personal form of communication. Another is through organizational activity, the way we structure our organizations and institutions, select leaders, and carry out plans.

THE SCHOOL COUNSELOR AND STUDENT RECOGNITION PROGRAMS

(Revised 1984)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

It is the responsibility of school counselors, when called upon, to be able to help students and their parents carefully evaluate student recognition programs using specific standards.

THE RATIONALE:

Counselors are being expected to react to an ever increasing number of student recognition programs. Counselors are therefore in need of some guidelines to help determine a course of action prior to cooperating or participating in such programs. It is not the counselor's responsibility to make judgments as to what value the student may or may not receive from any given form of recognition. It is the individual student's or parent's right to make such determinations.

The ASCA's recommended questions for students and families to consider are:

1. Is an individual required to pay any fees or dues as a prerequisite for any recognition?
2. Is the selection criteria clearly and accurately stated in the literature and is it adhered to?
3. Are there statements in their publications and correspondence showing the source of referral (i.e., principal, teacher, counselor, coach, clergy, community person or purchased/rented mailing lists)?
4. Is written verification by a local school official required of all school achievement and activity information contained on the application blank according to student privacy acts?
5. Is it implied that recognition is automatically a major consideration in the college admission process?
6. Is the organization engaged in the rental or sale of student lists? Home addresses should not be published or made public unless requested by the individual, parent, or guardian.
7. Is there a policy of providing refunds for any dissatisfaction with products or services purchased?
8. Does it clearly state the basis for awarding any scholarship it has as part of its program, including the number and amount of all awards and the funding method?
9. Does it make available by return mail to any person requesting such information, a list of the names of those being awarded scholarships?

THE SCHOOL COUNSELOR AND STUDENT RIGHTS

(Reviewed and reaffirmed 1982)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

The school counselor should be the advocate, supporter, intercessor, pleader, defender of the student through speaking, writing and action.

THE RATIONALE:

The ASCA supports the constitutional rights of all persons to their individual and collective freedom to express views and feelings as recognized by the courts of this nation. The United States Congress has enacted into law protection of the rights and privacy of parents and studentparticularly relating to the records maintained on each student (P.L. 93-380). Counselors serve as advocates, activists, and catalysts for assuring these rights. The ASCA supports legislation and court actions to insure students their rights as citizens of the United States of America.

THE SCHOOL COUNSELOR AND STUDENTS-AT-RISK

(Adopted 1990)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

Professional school counselors at all levels make a significant, vital, and indispensible contribution toward the mental wellness of "at-risk" students. Further, school counselors should work as a member of a team with other student service professionals including social workers, psychologists, and nurses, in liaison with teachers and parents, to provide comprehensive developmental programs for all students including those identified as being "at-risk".

THE RATIONALE:

There are probably as many definitions of the "at-risk" student as there are school corporations. Any student may at any time be "at-risk" in respect to dropping out of school, becoming truant, performing below academic potential, contemplating suicide, or using drugs. The underlying reasons for these behaviors often deal with personal and social concerns such as poor self-esteem, family problems, neglect, or abuse. Students experiencing these concerns can be helped by professional school counselors.

THE SCHOOL COUNSELOR AND SUBSTANCE ABUSE COUNSELING

(Adopted 1983)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

In working with counselees involved or potentially involved in a drug culture, counselors should focus on the personal concerns of the counselee rather than the drugs themselves. If the counselee's problems are beyond the expertise of the counselor, it is the counselor's responsibility to refer the counselee to an appropriate agency or other professional consultant. Since the counselor has an obligation to respect the basic rights and responsibilities of the parents in their concerns for their children, the counselor must use information shared by parents in accord with prescribed professional ethics of the ASCA and within the limitations defined by local, state, and federal laws.

THE RATIONALE:

Today when drugs and other mind altering substances are so readily available, it is inevitable that the school counselor will be faced with counselees involved with substance abuse. It is imperative that the counselor respect the dignity, integrity, and self-worth of all counselees. Since the personal concerns of some counselees may be the cause for substance abuse rather than the substance itself, counselors must help them to become self-respecting human beings and accept the responsibility for their own actions. Counselors discuss with counselees any conflicting responsibilities as they relate to legal or individual limits to confidentiality. Because referrals may be appropriate, counselors must stimulate a continuing dialogue among school and community resources to enhance and initiate services to students and faculty.

THE SCHOOL COUNSELOR AND THEIR EVALUATION

(Adopted 1978; reaffirmed 1984; revised 1986)

THE POSITION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA):

An annual evaluation of each school counselor should take place. This evaluation must be based upon specific facts and comprehensive evaluation criteria recognizing the differences between evaluating counselors and classroom personnel and conforming to local and state regulations.

THE RATIONALE:

Since the primary purpose of the evaluation process is to assure the continued professional growth of school counselors, the ASCA is committed to the continued improvement of the process. It is recommended that each counselor be evaluated with regard to the implementation of the district's written counseling program and school counselor job description. The plan and the school counselor need to be evaluated and reviewed annually. The plan needs to contain specific goals along with objectives which emphasize student outcomes. It should be a dynamic document, modified annually to reflect the changing needs of the students and the improved skills of the counseling staff. As the ASCA is committed to the improvement of school counseling programs, the Association welcomes the opportunity to aid local administrators, department heads, and others charged with the improvement or development of evaluation instruments and procedures.

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